



Connect

Encourage

Aspire



# Business Plan

## 2018-2020

“We value,  
celebrate and  
learn from  
our unique  
multicultural  
diversity.”



# Overview of our School

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**Baler Primary School is a Pilbara school that was officially opened on 9th June 1975 and is the largest of four public primary schools in the Hedland area. Our school community is diverse, with representation from over thirty four different cultures. Our school logo, 'a sea of cultures', captures our inclusive and culturally respectful approaches to our teaching and learning practices and community interactions.**

Baler PS has enrolment base of 598 students from kindergarten to year 6 and enjoys a high profile within the community, with dedicated, supportive and enthusiastic staff. These committed teachers provide education across a range of programs catering to individual differences through an inclusive and differentiated approach in order to cater for a variety of backgrounds and learning needs, including students with special needs and students at educational risk (SAER). The positive culture and welcoming nature is palpable in the school, making it a school of choice within the Hedland area. This was evidenced when the school was awarded the **"Best Educational Establishment"** in the local Red RM, Spirit Radio **"Best of Hedland"** Awards - in both 2017 & 2018; voted for by the community.

Baler PS welcomes and encourages parents as partners in their child's education. This is important not only because parents are their child's first teacher but also due to the itinerant nature of our Pilbara community. We consider it important to maintain and build on family connections to support students with an education that includes not only academic achievement but emotional and social skills as well.

**"Cultural knowledge and awareness are embedded in our learning programs."**

Education empowers students with choices in life; primary school education provides the critical foundations for those choices and subsequently a student's later achievements in life. This Business Plan is for every child who attends Baler PS, every staff member who is employed at Baler PS and every community member who interacts with Baler PS. It outlines our commitments to provide opportunities for students to master literacy and numeracy skills as well as the personal and social capabilities required to support students to make life choices; it builds on the strengths and successes of past plans as well as outlining our continuing journey.

By focussing on the priorities and aspirations in this plan, we believe we will make a real difference to Baler PS students.



# Our Values

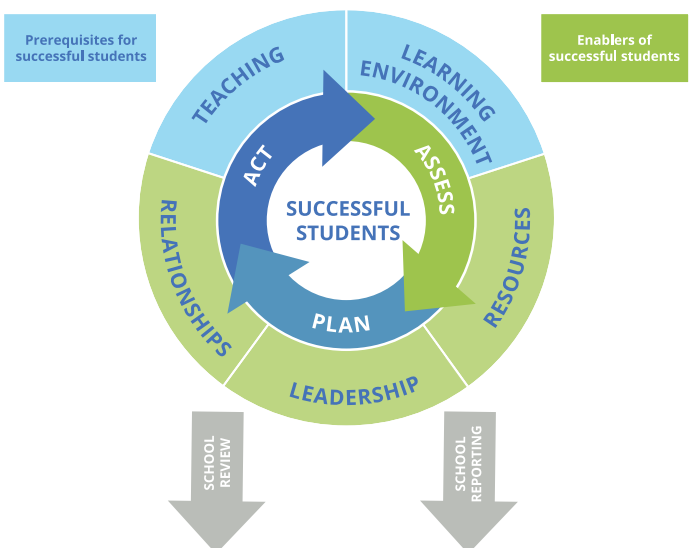


## School Improvement

School self-assessment is fundamental to establishing an effective school improvement cycle. Through our self-assessment Baler PS staff and School Council members are engaged in processes enabling us to reflect on data and other evidence to make judgements about the standards of student achievement and the effectiveness of school processes, programs and operations.

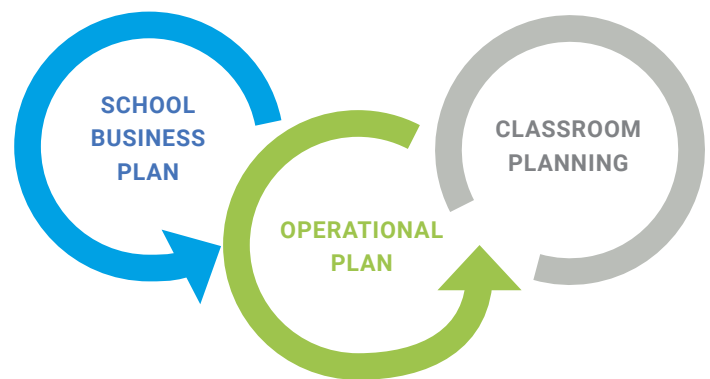
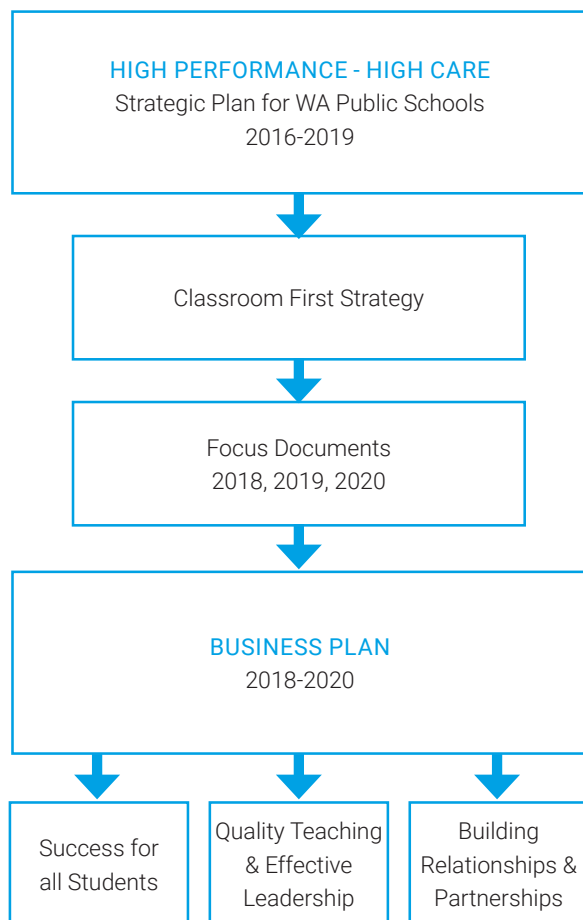
In developing this Business Plan, the school has considered:

- Where the school has come from
- Where it needs to go
- Our Vision
- Student and teacher demographics
- Changes to curriculum
- Skills and qualities our students are likely to need to lead productive and balanced lives
- Developments in teaching and learning strategies
- Technological advances
- The Department of Education's "School Improvement and Accountability Framework"





# Foundation for our Business Plan



The Baler Primary School **Business Plan** is aligned and shows connection to the school's vision and context. It demonstrates a self-assessment process in response to data assessed over time.

Our **Operational Plan** details how the Business Plan and priority areas are implemented in a particular school year.

**Classroom planning** is the responsibility of teachers. It includes collaboration and should be aligned to the school's Business and Operational Plans. The effectiveness of strategies being implemented are monitored against student performance and through performance management.

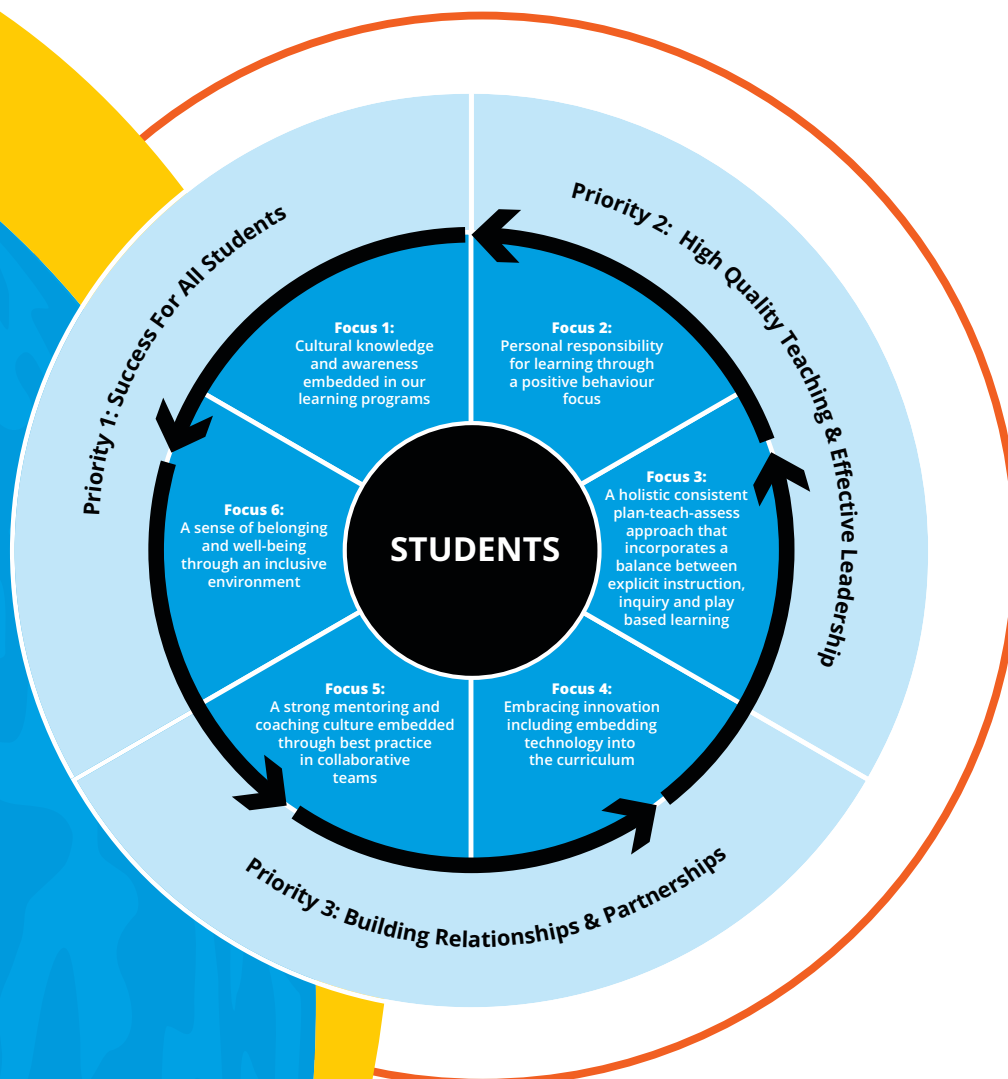
# School Priorities

BALER Primary School has developed a shared vision to guide our work. We are embracing our shared vision as an aspirational direction for our school and are endeavouring to embrace this in all areas of our operation.

Our three key priorities of ..... **success for all students, high quality teaching & effective leadership**, and **building relationships and partnerships** ..... are in alignment with DOE directions and identified as a global overview to our planning. This was the result of staff and community undertaking a shared visioning process.

Within these three global priority areas we are then able to focus on the core components of our shared vision:

- Cultural knowledge and awareness embedded in our learning programs
- Personal responsibility for learning through a positive behaviour focus
- A holistic consistent plan-teach-assess approach that incorporates a balance between explicit instruction, inquiry and play-based learning
- Embracing innovation including embedding technology into the curriculum
- A strong mentoring and coaching culture embedded through best practice in collaborative teams
- A sense of belonging and well-being through an inclusive environment



# Our Vision Baler a Sea of Cultures

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**At Baler Primary School we are a Sea of Cultures. Cultural knowledge and awareness are embedded in our learning programs. We value, celebrate and learn from our unique multicultural diversity by fostering positive relationships through engaging students, parents, staff and the wider community. We work effectively with our Aboriginal and Torres Strait Islander Officers to draw on their cultural expertise and demonstrate how we value Indigenous culture, languages and history.**

We believe strongly in personal responsibility for learning through a positive behaviour policy promoting respect for self and others, resilience, well-being and self-regulation. This encourages strong morals, a sense of personal responsibility and success. We are conscious of the choices we make and the effect these have on ourselves and others.

Our consistent plan-teach-assess approach incorporates a balance between explicit instruction, inquiry and play-based learning. Students, parents and staff meet individual learning needs through differentiation, collaboration and open channels of communication.

We embrace and embed innovation with guidance, support and time to build confidence, competence and knowledge. We enhance student learning by seamlessly incorporating technology in the curriculum and in through communication.

Staff members work towards best practice in collaborative teams in a valued and positive environment aligning us to a shared sense of purpose. We ensure a strong mentoring and coaching culture enriches our professional practice. This inspires and supports us to seek and reflect upon the feedback we receive.

Baler Primary School promotes an inclusive friendly environment and a sense of belonging for all, no matter the length of an individual's time within the school. We respect the transient nature of our community and strive to be well-connected. Our strategies ensure those new to Baler are made to feel welcome.

Through our authentic, balanced and differentiated assessment schedule, data across all year levels is collected regularly, enabling us to track the progress of students. Data collected and analysed informs us of the efficacy of our teaching programs and what to teach next, ensuring that we are delivering high quality learning for our students. As a staff we moderate with our peers to make consistent student achievement judgements.

We are the Baler School  
Community and are  
driven by our passion  
for wellbeing and a  
successful education for all.



# Priority 1:

## Success for all Students

### Literacy

- Maintain reading achievement in NAPLAN in Year 3 & 5 to be above that of like schools
- Arrest the decline of students achieving in the middle band in NAPLAN in Year 3 Reading; decreasing those in the bottom band compared to like schools over time
- Maintain the growth evidenced in NAPLAN in average Year 3 & 5 Writing scores to be above that of like schools
- Increase the percentage of students moving from the bottom band to the middle band in Year 5 writing
- Measure effectiveness of new Spelling Program "Soundwaves" over the life of this Business Plan; moving school progress in Spelling from year 3 to year 5 out of the the Lower Progress Lower Achievement quadrant as compared to like schools
- In Year 1, 80% of students completing On Entry testing in reading achieve as expected (progression point of 1 or higher)

### Numeracy

- Arrest the decline from year 3 to year 5 as evidenced in the Lower Progress Lower Achievement quadrant of Longitudinal NAPLAN data as compared to like schools
  - Decrease the number of Year 5 students in the bottom 20% of average numeracy scores to be below that of like schools (increasing those in the middle and upper bands)
    - In Year 1, 80% of students completing On Entry testing in numeracy achieve as expected (progression point of 1.6 or higher)

### Attendance

- An attendance rate of 90% or more is classified as regular attendance. Increase the number of students achieving this to be 60% or higher
- Decrease the number of unauthorised absences by two thirds to be below 20%
- Increase the percentage of Aboriginal students attendance rates to be greater than ATSI students in WA Public Schools

**"We embrace and embed innovation with guidance, support and time to build confidence, competence and knowledge."**

## Priority 2:

# High Quality Teaching & Effective Leadership

### Targets

- All staff will incorporate and support the implementation of iStar explicit teaching methodologies
- All staff will embed ICT into the curriculum, providing opportunities for students to develop proficiencies as well as promote the use of this through creative and critical thinking activities.
- STEM based PBL (problem based learning)
- Teacher judgements for English and Mathematics in summative reports to show alignment to Brightpath moderation and NAPLAN
- All staff will participate in peer coaching and feedback, classroom observations and performance management focussing on the AITSL standards and school focus areas identified through the school shared vision
- Evidence based feedback will be used to improve teacher practice; including classroom observations, student data and student surveys
- Staff will be supported to develop data literacy and present at Dazzling Data Days; Numeracy and Literacy Leaders to present data and outcomes to School Council / Board
- Continue to provide time to develop PLC's including providing leadership development for PLC leaders as part of a school based talent identification and development initiative through a NSI partnership (National School Improvement) with Curtin University.
- Provide a leadership opportunity for a staff coordinator to develop and support well-being and health in staff and students
- Implement the revised Child Protection Policy

## Priority 3:

# Building Relationships & Partnerships

### Targets

- All new School Council / Board members to have training within three months
- Parent, staff and students will respond with 'Agree' or above in school opinion surveys
- School Council / Board included in official school functions to raise their profile in school community; Parent survey to indicate that at least 75% of respondents are aware of the School Council / Board role
- Embrace opportunities provided through PPSS (Pilbara Partnerships for Student Success)
  - data shows programs involved in
- School Council / Board to source cultural community representation
- School Website developed and social media presence established
- All classrooms to conduct parent information nights and interviews – at least 50% attendance

# Focus Areas

## Encompassing Aspects of All Priorities

Focus	Milestones/Strategies	Priority Area		
		1	2	3
<b>Focus 1:</b> Cultural knowledge and awareness embedded in our learning programs	<ul style="list-style-type: none"> <li>Aboriginal cultural standards framework built into classroom planning</li> <li>Continue to promote Baler School Based Playgroup's niche as being multicultural</li> <li>Baler Learning Club continues to be promoted and embeds knowledge and culture</li> <li>Multi-cultural day – community involvement</li> <li>Promote the fact that our Canteen offers Halal food</li> <li>NAIDOC week celebrated every year by involving community.</li> <li>LOTE – Year 3-6. Build in cultural awareness for Year 1-2 (greetings in different languages etc.)</li> <li>Using AIEO's across all year groups</li> <li>Identify Literature / stories to read to children that promote knowledge and awareness</li> </ul>	•  •  •  •  •	•    •  •	•  •  •  •
<b>Focus 2:</b> Personal responsibility for learning through a positive behaviour focus	<ul style="list-style-type: none"> <li>PBS Implementation – identify PBS leader and committee as part of implementation process</li> <li>Active teaching of You Can Do It program</li> <li>Embed YCDI values into school environment physically and as awards</li> </ul>		•  •  •	
<b>Focus 3:</b> A holistic consistent plan-teach-assess approach that incorporates a balance between explicit instruction, inquiry and play-based learning	<ul style="list-style-type: none"> <li>Staff to present at Dazzling Data Day</li> <li>Implement Talk 4 Writing (PPSS funded)</li> <li>Investigate Talk for Reading (PPSS funded)</li> <li><u>Implement</u> ISTAR: balance between explicit instruction and inquiry based learning</li> <li>Track student achievement and progress through 'Building Numeracy' – using the information to inform future teaching and learning</li> <li><u>Embed</u> Brightpath – whole school approach to writing moderation</li> <li><u>Embed</u> Baler curriculum planners and overviews as working documents to ensure consistency in the teaching and learning cycle</li> <li>ECE staff to conduct action research into Play Based Learning and how it will look in a Baler context</li> </ul>	• • • • • • • •	• • • • • • • •	• • • • • • • •

# Focus Areas

## Encompassing Aspects of All Priorities

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<b>Focus 4:</b> Embracing innovation including embedding technology into the curriculum	<ul style="list-style-type: none"> <li>• Implement WebSIS</li> <li>• Ensure succession planning for NAPLAN online Coordinator</li> <li>• Develop guidelines for all staff in regards to privacy and security of sensitive information</li> <li>• Active and explicit teaching of cyber-safety and appropriate online behaviours</li> <li>• Plan deliberate opportunities across the curriculum in innovation, creativity and entrepreneurial skills building on student's STEM competencies</li> <li>• Ensure that there are sufficient resources (eg: equipment) per block to meet the current and upcoming plans and learning demands in relation to meeting subject competencies.</li> <li>• Ongoing PD for staff to ensure that all ICT demands are effectively managed and embedded into lessons. (*2)</li> <li>• Capitalise on strengths of wider-community and match them to the identified needs (eg: grants, hands-on learning for STEM, career talks)</li> </ul>	•	• • •	
<b>Focus 5:</b> A strong mentoring and coaching culture embedded through best practice in collaborative teams	<ul style="list-style-type: none"> <li>• All staff undertake a minimum of one classroom observation per term; and two performance management / coaching conversations per year</li> <li>• Peer coaching and observations to focus on individual goals</li> <li>• Staff work in collaborative PLC's</li> <li>• Leadership opportunities and upskilling for aspirant leaders (including PLC leaders)</li> </ul>	• • • •	• • • •	• • •
<b>Focus 6:</b> A sense of belonging and well-being through an inclusive environment	<ul style="list-style-type: none"> <li>• Implement the revised child protection policy</li> <li>• Participate in the new three yearly school review process to gain feedback for improvement and give confidence to the school community Social committee to provide new staff with welcome bags</li> <li>• All new staff to undergo Baler PS induction over a number of weeks</li> <li>• All grads to be provided with a mentor and checklists of tasks to complete leading to proficient AITSL standards.</li> <li>• Opportunities for leadership provided through committees and PLC's</li> <li>• Wellbeing – school wide implementation of YCDI program</li> <li>• Inclusive – All students with recognised, diagnosed disabilities receive access to funding and support.</li> </ul>	• • •	• • •	• •

**“We respect the transient nature of our community and strive to be well-connected.”**

"We promote an  
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Baler Primary School



*A Sea of Cultures*

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